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ABSTRACT

What is taught to undergraduates during the 3 or 4 years that lead to their first degree in the United Kingdom is examined. Analysis is presented in terms of theories of knowledge, the socio-economic context of higher education, and models of student development. The main thrust of the book is analytic, with several chapters exploring three main frames of reference for thinking about the curriculum and about what to teach, which are: the nature of knowledge; the culture or society of which higher education is a part; and the development of the individual student. Among the topics discussed are: (1) subject balance; (2) the size of the higher education system; (3) the arts/science dichotomy and the relationship between science and technology; (4) graduate employment; (5) the development of modular schemes; (6) the concept of screening and transferable skills; (7) the non-cognitive aspects of the curriculum; and (8) the relationship between higher education and the economy. The final chapter discusses current policies relating to the undergraduate curriculum. The book contains a glossary of terms, an index, and 347 references. (GLR)

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